

ESSA Implementation and Development Stakeholder Meeting

May 11, 2017 | 2:00-5:00 p.m.

Hosted by the South Carolina
Department of Education

Molly M. Spearman – State Superintendent of Education

Today's Meeting Agenda and Procedures

- Welcome
- Overview and timeline
- Workgroups
 1. Accountability
 2. School Interventions and Support
 3. Challenging Academic Standards
 4. Supporting Effective Instruction
 5. Supporting All Students
 6. ESSA and Students with Disabilities
- Final feedback (exit survey)

South Carolina ESSA Consolidated State Plan Overview

- Overall ESSA requirements
- The SCDE's role under ESSA
- The role of stakeholders under ESSA
- The process being used to develop South Carolina's ESSA state plan
- Where to get information about ESSA

ESSA Update



Image Credit: <https://support.autelrobotics.com/support/solutions/articles/9000030183-how-to-update-the-firmware-on-the-x-star-premium>

New Template/New Guidance

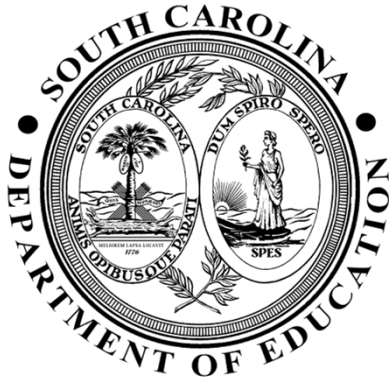
- In March 2017, the United States Department of Education issued a somewhat narrower state plan template, organized by Title.
- The guidance provided by the USED focused on consultation with the Governor's Office.

Communication and Consultation

“(A) developed by the State educational agency with *timely and meaningful consultation* with the Governor, members of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents; and (B) is *coordinated* with other programs under this Act...”

ESSA Timeline

Date	Action
Dec 2015	ESSA signed by the President
Aug–Sept 2016	Initial stakeholder input collected by the SCDE
Sept–Oct 2016	Initial drafting by the SCDE
Nov 2016–June 2017	Solicitation of stakeholder feedback on plan
July–Aug 2017	Finalization of state plan with stakeholder feedback; Submission to Governor for review
September 18, 2017	Submission of state plan to U.S. Department of Education



Accountability

Dr. Sheila Quinn
Deputy Superintendent
Division of Innovation and
Effectiveness

Molly M. Spearman – State Superintendent of Education

State Transformation Goals

1. By 2035, 90% of students will graduate College & Career Ready
2. Beginning with the graduating class of 2020, the state, each district, and each high school in South Carolina should increase **annually by 5 percent**, the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Note: The annual increase must also address or incentivize increasing readiness of students who have historically underachieved, students in poverty, students with disabilities, and African-American and Hispanic students.



Recommendations for STATE to Measure Progress on Transformation Goals

Metrics reflect birth to career

- Percentage of kindergarteners who enter ready to learn
- Percentage of 3rd, 5th and 8th graders Meets Expectations or higher
- Percentage of on time 4-Year graduates
- Percentage who meet the SC Profile (college and career ready)
- Percentage of students who enter college without need for remediation
- Percentage of 25-64 year olds who have post-secondary degree or certificate
- Percentage of graduates gainfully employed 5 years after high school

ESSA Required Goals

Macro Goal

By 2035, 90% of students will graduate in four years college, career, and citizenship ready.

Sub-Goals

- 90% students will score a Level 2 or higher and 65% will score Level 3 or higher on state summative assessments
- 90% of students will graduate in four years
- 70% of English language learners will achieve their expected growth in English and 70% will reach proficiency by end of 5th year in the EL program

Achievement GAP

(Required subgroup reporting)

- All accountability categories MUST be broken down by subgroups:
 - Goals
 - *Achievement*
 - Growth (Elem/Middle)
 - *Graduation Rate (High)*
 - Prepared for Success (High)
 - Student Engagement
 - *ELP*
- Subgroups Include:
 - Poverty
 - Disabled
 - Ethnicity (W, AA, A, H, AI)
 - English Learner (EL)
 - Gifted & Talented
 - Military Connected
 - Foster
 - Homeless
 - Migrant

N – Size
Count = 20

Tracking Performance on Goals

Interim Target Methodology

- 2017 baseline for SC schools, districts, state
- 2018 new ESSA Report Card
- Interim Target Periods
 - 2018-2020 1
 - 2020-2023 Interim 2
 - ~~2023-2026 Interim~~ *Mid-point target - cut the distance in half*
 - 2026-2029 3
 - 2029-2032 Interim 4
 - 2032-2035 ~~Interim~~ Final target

Graduation Goal Example

3 Year Interim Targets

2017 baseline for all schools and districts

2020 2023 **2026** 2029 2032 2035

Target Area	2017	2035 Goal	Distance	2026 Target	Interim Improvement Target (2.5)
Graduation rate	75%	90%	15 pts	7.5 pts	Y3 target (2020)= 77.5%
					Y6 target (2023)= 80.0
					Y9 target (2026)= 82.5%
					Y12 target (2029)= 85.0%
					Y15 target (2032)= 87.5%
					Y18 target (2035)= 90.0%

Assessments

(some reduction)

Elementary	Middle	High	District
ELA SC Ready 3-5	ELA SC Ready 6-8	ELA English 1	ALL ELA Assessments
Math SC Ready 3-5	Math SC Ready 6-8	Math Algebra 1	All Math Assessments
Science Grade 4	Science Grades 6 & 8	Science Biology 1	All Science Assessments
Social Studies Grade 5	Social Studies Grade 7	Social Studies U.S. History	All Social Studies Assessments

School Performance Points

These point totals are subject to change pending legislation
SAMPLE ONLY

Indicator	Elementary	Middle	High
Academic Achievement	45	45	30
-ELA, math, science, social studies	35	35	
Growth	45	45	N/A
-50% all students	35	35	
-50% bottom quintile			
Graduation Rate	N/A	N/A	30
-4-year cohort			20
English Language Proficiency	20	20	20
Prepared for Success	Report only	Report only	30
-college/career & civic life ready	Lexiles & Quantiles	Lexiles & Quantiles	20
Positive Effective Learning Environment	10	10	10
Total	120/100	120/100	120/100

Achievement

Sum the total points earned by students across ALL assessments in ELA, math, science and/or social studies. Divide by the total number of possible points for all students across all assessments. This calculation will produce a percentage of points earned. Multiply the percentage of points earned by the weight of category.

Points Earned	SCPASS	SC Ready	End-of-Course Grades
0	Not Met 1	Does not meet expectations	F
1	Not Met 2	Approaches expectations	D
2	Met	Meets expectations	C
3	Exemplary 4	Exceeds expectations	B
4	Exemplary 5		A

Elementary Example: Achievement

Quinn Elementary School = 100 students

SC READY ELA

SC READY Math 300 possible points

SCPASS Science 400 possible points

SCPASS Soc. St. 300 possible points

Total Possible Points 1400 possible points

Total Points Earned 800 points

Percentage of points 57%

.57 x .45 weight 25.7 points


Quinn elementary earned 25.7 of 45 points

Growth


- Academic progress will be calculated using a value-added measure that awards points for the degree to which students meet one-year's growth in mathematics and English language arts in grades 4-8.
 - Half of growth (50% of points) = % of ALL students meeting one year's growth
 - Other half of growth (50% of points) = % of bottom **quintile** meeting one year's growth

Growth

ALL Students **50% points**

- Measures the number of students who grew from last year's test to this year's test
 - Quinn Elementary = 100 students in Grade 3
 - 2016 = 50th percentile/NCE compared to the State 3rd graders
- 
- 2017 = 54th percentile/NCE compared to State 4th graders

Lowest Quintile Students **50% points**

- Measures the growth of the lowest 20% of students from last year's test to this year's test
 - Quinn Elementary = 22 students in bottom quintile of Grade 3
 - 2016 = 25th percentile/NCE compared to the State 3rd graders
- 
- 2017 = 26th percentile/NCE compared to State 4th graders

English Language Proficiency

50% points – Growth

- The percentage of EL students who score in the 40th percentile or higher

50% – Proficiency

- The percentage of students who reach a 4.8 Composite Score (PROFICIENT) with no sub-domain lower than 4.0
- by the end of the 5th year in the program if the EL student's initial placement level was 3.0 or higher
- by the end of the 7th year in the program if the EL student's initial placement level was below a 3.0.

Prepared for Success - High School

Points are awarded for the percentage of students who are college or career ready

College Ready if student

1. Scores a composite score of 20 on the ACT ;
2. Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science, or Social Studies, or an AP Capstone;
3. Scores a 4 or higher on an IB assessment;
4. Scores a composite *1020 or higher on the SAT*;
5. Completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher.

Career Ready if student

1. Is a CATE completer and, where applicable, has earned a **national** industry credential that is approved by the South Carolina Department of Commerce;
2. Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam;
3. Earns a scale score of 31 on the ASVAB, the minimum score needed for a high school graduate to enlist in the Army or National Guard with a high school diploma;
4. Completes a registered apprenticeship through Apprenticeship South Carolina.

Positive & Effective Learning Environment

- SCDE is in the process of finalizing an RFP for a student engagement survey
- Differentiated points are earned for the percentage of students scoring in particular engagement categories
- Pilots of surveys in districts this spring would be helpful
- Sample language (placeholder):
 - Highly Engaged – 4 points
 - Strategically Engaged – 3 points
 - Passively Compliant – 2 points
 - Disengaged – 1 point
- EOC recommended postponing social/emotional survey tool to report on Characteristics of the *Profile of the SC Graduate* at this time

Ratings and Performance Levels

Ratings

- Ratings for each indicator
- Summative Rating Overall
- Number or percentage of points used to achieve a particular rating (TBD)

Performance Levels

- Excellent (substantially exceeds expectations)
- Good (exceeds expectations)
- Average (meets expectations)
- Below Average (below expectations)
- At-Risk (substantially below expectations)

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

DRAFT ELEM SCHOOL REPORT CARD (sample landing page)

ESPAÑOL | CONTACT | LOGIN



Home
OVERVIEW

Student
Learning

School
Environment

Prepared for
Success

Student
Opportunities

Finances

Search



SC Sample Elem School

SC School Drive | 123 Fifth Avenue, City, SC | Grades PK-5



803-667-5309



scelemschool.org



SCElemSchool

- Sample Elementary School's **overall performance** is higher than 15% of schools in the state and schools in the district.
- Its students' **academic growth** is higher than 72% of schools in the state and similar to schools in the district.
- 85.5% of its 3rd grade students are **reading at or above the grade level target**.

School Performance

Excellent

CONTACT SCHOOL

VIEW DISTRICT

Points earned out of 120	Rating*
TBD	Excellent
TBD	Good
TBD	Average
TBD	Below Average
TBD	At Risk

*currently defined by state law.



Academic Achievement

This component represents the number of students who passed the state tests and how they performed on them.

COMPONENT RATING

EXCELLENT

VIEW MORE INFO



Student Growth

This component looks closely at the growth that students are making as it relates to past performance.

COMPONENT RATING

GOOD

VIEW GROWTH OF
ALL STUDENTS

VIEW GROWTH OF LOWEST
25% IN ACHIEVEMENT

DOWNLOAD AS PDF



English Language Proficiency

This component measures the progress toward English-language proficiency of English-language learners in a school.

COMPONENT RATING

BELOW AVERAGE

VIEW MORE INFO



School Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

COMPONENT RATING

EXCELLENT

VIEW MORE INFO

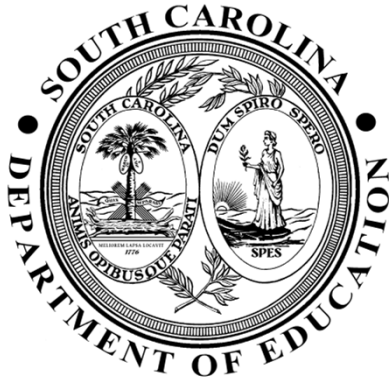
SHARE



Accountability

Please answer one or more
of the seven open-ended
questions in Section A.

Online link: <http://bit.ly/2q7ixil>



School Interventions and Support

Dr. Latoya Dixon

Director, Office of School
Transformation

Molly M. Spearman – State Superintendent of Education

Targeted Support and Intervention

Focus schools are defined by schools that need Targeted Support and Intervention (TSI) because of an under-performance in one or more subgroups.

- The Focus School designation will apply to Title I schools only.
- There are two ways to become a Focus School

Targeted Support and Intervention

1 – Low Performing Subgroups

Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools

- Achievement
- English Language Proficiency
- Graduation Rate

Targeted Support and Intervention

2 – Consistently Underperforming Subgroups

- Any school with one or more historically underperforming subgroups performing significantly below the average State performance for the same subgroup for three consecutive years
 - Achievement
 - English Language Proficiency
 - Graduation Rate
- Significantly below = more than two standard deviations below the state average for that subgroup

Historically Underperforming Subgroups

- Disabled
- Poverty
- English Learner (EL)
- Hispanic
- Native American
- African American

Comprehensive Support and Intervention

Priority Schools are defined as schools that need Comprehensive Support and Intervention (CSI) because they meet one or more of the following categories:

- Title I schools in the bottom 5 percent using the weighted point index;
- Non-Title I schools differentiated by elementary, middle, and high school in the bottom 5 percent using the weighted point index;
- Less than 70 percent graduation rate; or
- Title I Schools with chronically low-performing subgroup(s).

Chronically Low Performing Subgroup

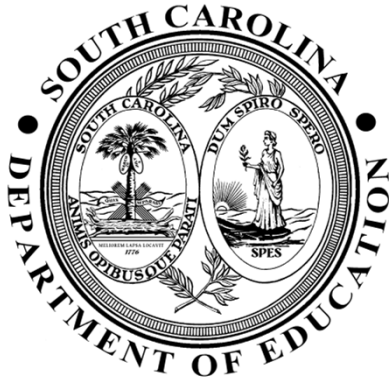
- If a Focus School does not improve after implementing a TSI plan for two cycles, the school becomes a Comprehensive Support and Intervention School (CSI).
- Comprehensive Support and Intervention = Priority School List



School Interventions and Support

Please answer the one open-ended question in Section B.

Online link: <http://bit.ly/2q79Owi>



Challenging Academic Standards

Liz Jones

Director, Office of Assessment

Molly M. Spearman – State Superintendent of Education

Challenging Academic Standards

Eighth Grade Mathematics Exception

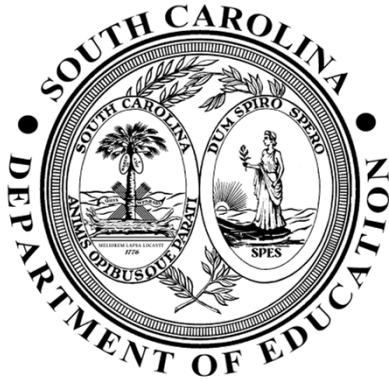
- Students taking Algebra 1 in grade 8 would not take the eighth grade mathematics assessment (SC READY).
- For those students, the Algebra 1 score would be used for eighth grade accountability.
- These students would take a more advanced mathematics assessment (Algebra 2). The Algebra 2 scores would be used for high school accountability.



Challenging Academic Standards

Please answer one or more of the two open-ended questions in Section C.

Online link: <http://bit.ly/2qwbp0b>



Supporting Effective Instruction

Karla McLawhorn Hawkins
Deputy Superintendent
Division of State, Federal, and
Community Resources

Molly M. Spearman – State Superintendent of Education

Supporting Effective Instruction

Section D

- Improvement of Student Achievement
- Improvement of Equitable Access to Teachers in Title I, Part A Schools
- System of Certification and Licensing
- Improvement of Skills of Educators
- Data and Consultation
- Teacher Preparation
- Elimination of Disproportionate Rates of Access to Educators (now in Section A)

Improvement of Student Achievement

The state educational agency (SEA) must describe how it will use Title II, Part A funds for state-level activities, including how activities are expected to improve student achievement.

Improvement of Equitable Access to Teachers in Title I, Part A Schools

If the SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, it must describe how such funds will be used.

System of Certification and Licensing

A description of the state's system of certification and licensing of teachers, principals, or other school leaders is required in the Consolidated State Plan.

Improvement of Skills of Educators

- The SEA must describe how it will improve the skills of teachers, principals, or other school leaders to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.
- The SEA must also describe how instruction will be provided based on the needs of such students.

Data and Consultation

The SEA is required to describe how the state will use data and ongoing consultation to continually update and improve the activities supported under Title II, Part A.

Teacher Preparation

The SEA must describe the actions the state may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs identified by the SEA.

Elimination of Disproportionate Rates of Access to Educators

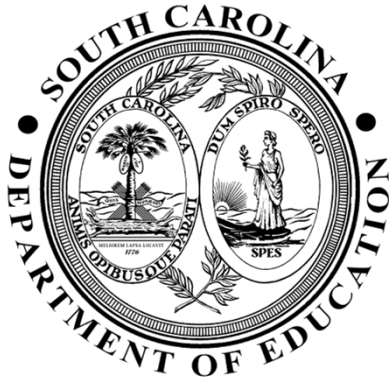
- The SEA must describe how low-income and minority children enrolled Title I, Part A schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
- The SEA must also describe the measures it will use to evaluate and publicly report the process implemented with respect to such description.



Supporting Effective Instruction

Please answer one or more of the six open-ended questions in Section D.

Online link: <http://bit.ly/2pD0r4W>



Supporting All Students

Roy Stehle

Director, Office
of State and Federal Accountability

Molly M. Spearman – State Superintendent of Education

Supporting All Students

- ESSA includes programs for the education of migrant children, neglected and delinquent children, English learners, and homeless children.
- ESSA identifies these children at great risk for not graduating from high school due to their unique group circumstances.
- ESSA stresses that states are to have programs and training so that school districts and state agencies will understand and use best practices in serving these subgroups of students.
- Each program sets forth purpose and guidelines for supporting the education of these students most at risk for school failure.

Supporting All Students (cont.)

- Title 1 Part C – Migrant Education, Title I Part D- N&D, Title III Part A – EL, and McKinney Vento Homeless.
- Title IV, Part A – Student Support and Academic Enrichment Grants will help support the activities focused on all students.
- Title IV, Part B: 21st Century Community Learning Centers.
- ESSA references programs, like 21st CCLC, which are designed to provide supplemental learning opportunities that will help participating students meet the State and local academic standards.



Supporting All Students

Please answer one or more of the six open-ended questions in Section E.

Online link: <http://bit.ly/2q9kidj>



ESSA and Students with Disabilities

John Payne

Director, Office
of Special Education Services

Molly M. Spearman – State Superintendent of Education

State Standards



- Standards-based reform with “challenging academic standards”
 - Apply to public schools
 - Align with higher education requirements
 - Align with career and technology standards
 - Adopt language proficiency standards
- Adopt alternate academic achievement standards that align with challenging State standards
- IDEA requires access to state standards & LRE provisions

State Assessments

- Annual assessments are required
- States must assess and report disaggregated assessment data for at least 95% of students overall and 95% of subgroups
- Subgroups
 - Race/ethnicity categories
 - Economically disadvantaged
 - Students with disabilities
 - Limited English proficiency

HOW
NOT
IF

State Assessments

- Assessments
 - Reading/Language Arts & Math
 - Every year in grades 3-8
 - Once in High
 - NEW-can use nationally-recognized high school assessment in lieu of state assessment
 - Science
 - Once in grades 3-5
 - Once in grades 6-8
 - Once in High

**Offer Alternate
Assessment based on
Alternate Academic
Achievement Standards
(AA-AAS).**

**ADHERE TO 1% STUDENT
PARTICIPATION CAP**



New
Districts have flexibility with
exceeding (submit a
justification to the state) &
states can apply for a federal
waiver

Alternate Assessments

Alternate Assessment Provisions

- Ensure parents are informed
- Promote involvement of students in the general curriculum
- Decision does not preclude a student from attempting a state diploma

Universal Design for Learning and Assessments


- Assessments developed using principles of UDL
- UDL is a scientifically valid framework for guiding educational practice that includes...
 - Flexible ways of presenting information
 - Flexible ways students can demonstrate knowledge
- Characteristics of UDL
 - Reduces barriers in instruction
 - Proactively provides accommodations and supports
 - Addresses student challenges
 - Sets high achievement expectations for all students
- Incorporate UDL into alternate assessments, to the extent feasible

Alternate Diploma Option

ESSA Accountability System: *New*

States

- Design their own system
- Make annual determinations

A blue oval callout with a thin black border, containing white text. It is positioned to the right of the 'States' section, overlapping the 'Make annual determinations' bullet point.

No federally-
specified
interventions or
turnaround
strategies required.

Indicators

- Annual assessment
- Student growth for elementary schools
- Graduation rate for high schools
- Progress for ELLs
- \geq an additional measure chosen by the state

South Carolina IDEA Part B RDA/Annual LEA Determinations System

Twelve Factors:

Five Compliance



Seven Performance



Data Sources



Each Factor: 0-3 Points

Maximum Total Points = 36

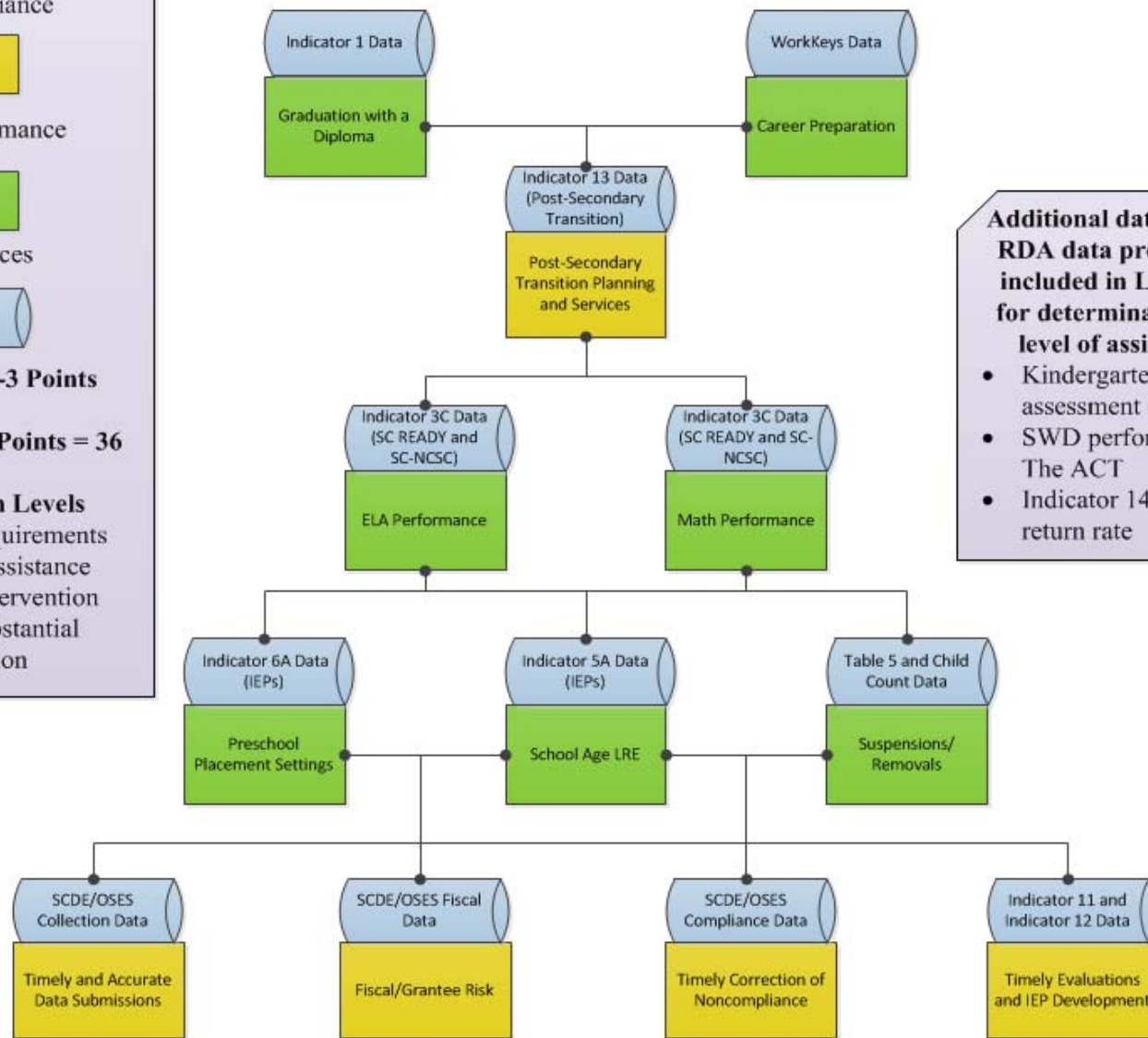
Determination Levels

28-36 Meets Requirements

19-27 Needs Assistance

10-18 Needs Intervention

0-9 Needs Substantial
Intervention



Additional data for LEA RDA data profiles (not included in LEA score for determinations and level of assistance):

- Kindergarten readiness assessment (DRA 2)
- SWD performance on The ACT
- Indicator 14 survey return rate

OSes RDA Performance Factors

Performance Factor Outcomes

2015-2016 School Year Data

PF1:	69.23%	State Target:	44.30%	State Performance:	52.10%
PF2:	11.93%	State Target:	19.31%	State Performance:	9.40%
PF3:	11.11%	State Target:	24.68%	State Performance:	12.10%
PF4:	59.67%	State Target:	57.00%	State Performance:	43.60%
PF5:	82.76%	State Target:	48.88%	State Performance:	60.70%
PF6:	14.76%	State Target:	9.00%	State Performance:	15.90%
PF7:	25.00%	State Target:	60.00%	State Performance:	48.90%

Performance Factor Summary

Definitions

Performance Factor 1:	Graduation Rate
Performance Factor 2:	ELA Assessment Performance (Grades 3-8)
Performance Factor 3:	Math Assessment Performance (Grades 3-8)
Performance Factor 4:	School Age Least Restrictive Environment (Ages 6-21)
Performance Factor 5:	Preschool Placement Settings (Ages 3-5)
Performance Factor 6:	Suspension Rate for Students with Disabilities
Performance Factor 7:	Career Preparation Assessment Performance (ACT WorkKeys)

Resources

- *Every Student Succeeds Act: Frequently Asked Questions and IEP Tips* by the National Down Syndrome Congress
 - <http://www.ndsccenter.org/wp-content/uploads/ESSA-FAQs-and-IEP-Tips.pdf>
- *ESSA: Key Provisions and Implications for Students with Disabilities* by the Council of Chief State School Officers (CCSSO)
 - http://www.ccsso.org/Documents/2016/ESSA/ESSA_Key_Provisions_Implications_for_SWD.pdf
- *ESSA & Student with Disabilities* by Our Kids Count
 - <http://www.advocacyinstitute.org/ESSA/SWDanalysis.shtml>
- *The New ESEA and its Impact on Students with Disabilities* by the Council of Parent Attorneys and Advocates (COPAA)
 - <http://www.copaa.org/news/268087/-The-New-ESEA-and-its-Impact-on-Students-with-Disabilities.htm>

Thank you!

- Next steps
- Contact: Scott Winburn
swinburn@ed.sc.gov
803-734-0070
- Please share your ideas by taking our exit survey at <http://bit.ly/2pBWcWo>